

Teachers,

In utilizing the CSS as an educational resource for support with struggling students, please remember that it is one of many intervention options. The Center for Student Success's primary usage is for instructional programs that cannot be achieved during regular classroom instruction. Examples include ERE, Read 180, Read About, Read Naturally, etc

Attached you will find a list of possible interventions that can be used. Before referring children to use the CSS, we would like to see some of these interventions explored and documented so we can focus on the primary need and specific skill of the child instead of trying to implement a specific program for every individual that is struggling. Ideally, we would like the CSS process to look similar to the one listed below.

- 1) Classroom Interventions (documented)
- 2) BCT
- 3) Specific Interventions to accommodate BCT discussions
- 4) BCT referral to CSS
- 5) CSS program focused on specific skill

If you have questions on this philosophy, please don't hesitate to ask questions.

Mr. Zastrow
CSS teacher

STUDENT INTERVENTION ALIGNMENT

Be specific about the needs of your student

Attempted Classroom Interventions / Teacher Comments

Student Concern		READING										Spelling		
Intervention Need	Letter Identification	Cannot indicate what short or long vowel sounds correspond to which letter											Does not make connections between letter sound and letter identification Cannot identify groups of two or three consent blends based upon sound heard Does not understand concepts and patterns such as	
	Letter-Sound Identification													
	Letter-Sound Identification	Segmenting sounds either orally or written												
	Phonemic awareness	Blending sounds												
	Phonics development	Reading or writing miscues Difficulty decoding words Confuses similar words or letters												
	Fluency	Choppy reading Stumbles over words often Reads without expression Ignores punctuation Loses place, repeats words while reading												
	Comprehension	Does not understand what is read Makes errors without correcting that would make reading meaningful Does not connect to the text—visualization, summarization, inference Cannot relate what read to self Unable to answer questions based upon text Understands purpose for reading												
	Vocabulary	Limited oral or written vocabulary Lack of content area word knowledge Vocabulary use is age appropriate												
		Cannot name capital or lower case letters												

STUDENT INTERVENTION ALIGNMENT
Be specific about the needs of your student

Attempted Classroom
Interventions/
Teacher Comments

Student Concern	WRITING						Intervention Need
	Uses incorrect punctuation Uses incomplete sentences Frequent misspelled words Grammar gets in way of meaning of writing Writing continually needs editing Letter reversals Poor spacing between words Poor spelling skills						Conventions
	There is no flow to student writing, choppy Thoughts seem to skip around or are random Writing is difficult to follow Confusing word order No variation in beginnings of sentences, length or structure						Sentence fluency
	Order of paragraphs or ideas are haphazard, disjointed No evident beginning or ending Lack of transitions Details are confusing or randomly placed Lack of topic sentences						Organization
	Limited vocabulary use Words do not fit text Incorrect use of words Images are fuzzy or absent Monotonous repetition of word use						Word Choice (vocabulary)
	Handwriting is illegible Papers are continually messy, hard to read or crumpled Illustrations, graphs or charts do not relate to overall writing purpose The way words are represented on page detracts from overall meaning of writing						Presentation

STUDENT INTERVENTION ALIGNMENT

Be specific about the needs of your student

<p>Lack of awareness of audience</p> <p>Writing is lifeless</p> <p>No sense of interaction between reader and writer</p> <p>No sense of self in writing</p> <p>Writing is mechanical</p>	<p>Voice</p>
<p>Writing lacks focus</p> <p>Main ideas of writing are missing</p> <p>Details are limited, unclear or missing</p> <p>Writing does not match purpose</p> <p>Student does not develop writing to expand on idea</p>	<p>Ideas</p>